



# La Cañada Unified

May 2006

Volume 01 - Issue 06

## Message from the Superintendent

by Jim Stratton, Superintendent



Why do we have to take so many tests all the time? It is a question that our students frequently ask and it is a question that deserves an answer.

As part of its STAR (Standardized Testing and Reporting) program, the state of California requires that public schools administer a series of tests. Among those exams are the California Standards Tests (administered in April and May) and the California Achievement Test (given to grades three and seven only). Additionally, the California High School Exit Exam (CAHSEE) is administered three times throughout the year and is required for graduation. The results of all these exams are calculated into each school's Academic Performance Index (API), which is monitored by the state through its school accountability system. Schools which do not meet API targets are subject to sanctions by the state.

Although not included in the API, the California Physical Fitness Test (PFT) is also mandated by the state. Administered in grades five, seven and nine, this battery of tests measures strength, fitness and endurance and is one of the indicators used to determine the overall healthiness of California adolescents.

Districts are also required to test English Language Learner students upon their entry into a school and as they progress through the curriculum. Some English Language Learners, depending on how long they have been enrolled in California schools, are further required to take a special test to measure achievement in their first language.

In addition to these required tests, high school students opt voluntarily to complete other exams as well. The Preliminary Scholastic Aptitude Test (PSAT) is taken as warm-up practice for college entrance exams and also to qualify for the National Merit Scholarship program. Frequently discussed in the media and scrutinized for its possible cultural bias, the Scholastic Aptitude Test (SAT) is required as one entrance criterion in many colleges' application process and is traditionally taken during a student's junior or senior year. To potentially earn college credit while still in high school, students across the country further add to their testing burden during the first two weeks of May by taking Advanced Placement examinations in a wide variety of subject areas ranging from calculus and physics to foreign language and European history. Last year over 400 La Cañada High School students took almost 900 AP exams. Newsweek magazine actually uses the number of AP exams taken at a school divided by the number of graduating seniors to come up with a ranking system for US schools.

All of the tests mentioned above are examples of "summative assessments." They are used to sum up the level of mastery a student demonstrates at the conclusion of some period of study—whether that period be a semester, a year or even



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# The Newsboard

By Scott Tracy, Board President



## Heading for College

By nearly all measures, this appears to have been the most competitive college admissions year ever.

Nationwide, the college admissions process continues to evolve in response to a number of factors including the increasing pool of applicants and the growing number of applications submitted per applicant.

In addition, colleges are extremely focused on two key statistics: 1) admissions percentage (ratio of admitted applicants to total applicants) and 2) yield percentage (percentage of admitted applicants that matriculate). The fixation on these selectivity measures seems to be driven by the public's preoccupation with college rankings, in particular the U.S. News and World Report annual ranking of "Best Colleges".

Colleges that have an early action/decision process can manipulate their admissions percentage by enrolling one-half or more of their total freshman class from the early action/decision pool. Colleges know that a very high percentage of admission offers are accepted by early applicants.

More recently, colleges have started to expand their wait lists to enhance their yield percentage. From a student perspective, wait lists are like no-man's land; the applicant is neither accepted nor rejected. From a college perspective, wait lists can be used to further reduce the admissions percentage and then take as many applicants off the wait list as necessary to fill the class – all of which can make the college appear to be more selective.

What has this meant for our students?

Traditionally, April 1 has marked the outside date in which college decisions are transmitted to students. Admitted students typically have 30 days to notify colleges of their decision.

Currently, however, more students, including LCHS seniors, are being "wait listed". Unfortunately, for these students, the college admissions cycle can be prolonged until September.

Recently, one of our students who had committed to Pomona College was notified in June that he had "come off" the wait list and was offered admission to Harvard. Last year, one of our students who had committed to Washington University in St. Louis was notified mid-summer that he had "come off" the wait list and was offered admission at Cornell's School of Engineering. This year, a number of our seniors have been wait-listed by three or more colleges.

Clearing the wait lists starts with the most selective colleges and continues until their classes are filled, then the next tier completes its cycle, and continues until the last seat is filled, generally sometime in the Fall.

The downside for our students is that it prolongs the already-stressful college admissions process longer than ever.

Another device that certain colleges utilize, including Berkeley and USC, is delayed admittance. Delayed admittance, which typically postpones enrollment until the spring semester, may add more stress for some students. Others embrace the delayed admittance and use the fall semester to work, travel, or study elsewhere.



Helpful Links from  
the LCUSD website:

Governing Board  
Meeting Schedule

[http://www.lcusd.net/  
SchoolBoard/index.htm](http://www.lcusd.net/SchoolBoard/index.htm)

LCUSD Master  
Calendar:

<http://www.lcusd.net/Cal/>

LCUSD GATE  
Advisory Council

[http://www.lcusd.net/  
District/councils.htm](http://www.lcusd.net/District/councils.htm)

LCUSD Bond  
Oversite Committee

[http://www.lcusdnet/  
facilities.htm](http://www.lcusdnet/facilities.htm)

## *Foothills School*

Foothills School was founded in 1996 by the Foothill Special Education Local Planning Area (SELPA). The program addresses the needs of students from Burbank, Glendale and La Canada school districts in grades 6-12 who are faced with emotional and behavioral challenges. Foothills School is recognized as a model program, successfully treating adolescents and their families in a cost-effective, community-based setting. All services conform to requirements of the Individuals with Disabilities Education Improvement Act (IDEIA).

Due to the small student to staff ratio, students receive more individual support than they would on a general education campus. Within a small, structured, therapeutic setting, students work toward achieving the academic, social, and emotional goals set forth in their Individualized Educational Program (IEP). The academic curriculum is coherent, relevant, individualized, and aligned with state frameworks in all subject areas. Educational staff works closely with each student's district of residence in order to meet specific graduation requirements. Program personnel are aware of the need to educate students within the least restrictive environment and work with school district representatives to re-integrate students back into their school of residence when appropriate.

Onsite mental health therapists also work closely with the educational staff to provide emotional and behavioral support to facilitate student achievement. Therapeutic progress and improvement of student skills are emphasized so students can work toward returning to their home-school setting.



Despite the ever changing world of college admissions, our students continue to fare well. While our seniors are in the midst of making college decisions, preliminary indications are positive for the Class of 2006.

Earlier this year, a number of our top students who applied as early applicants received admission to Harvard, Stanford and Yale. (The University of California does not have an early application process.)

Historically, about 40% of our students are accepted to one or more University of California campus, with about 25% choosing to enroll at a UC campus.

Over the past decade, the top four-year college of choice at LCHS has rotated among Berkeley, UCLA, USC and UC San Diego.

The District is committed to ensuring that our students have significant on-site resources available to assist them and their families as they navigate their way through the college admissions process.

Our high school students benefit greatly from the generosity of the La Cañada Flintridge Educational Foundation and its donors. For 2005/06, the Foundation allocated nearly \$250,000 toward college and guidance counselors at LCHS.

With Foundation support, the ratio of students per counselor is 322:1 for 7-12 students at LCHS; without Foundation support, the ratio would have been 564:1. According to a recent LA Times article, the statewide average ratio is 966 students per counselor.

College counseling services are strongly emphasized at LCHS. The site has a dedicated, certificated, full-time college counselor to offer personal attention to students and to maintain direct relationships at colleges. The high school, which continually seeks to improve its services to students and parents, is expected to monitor the effectiveness and success of each department including college and guidance counseling services.

In support of on-going efforts at LCHS, the Board initiated a new education goal for 2006 that calls for the high school to continually evaluate its menu of counseling, college counseling and career guidance within the framework of "best practices" at leading public and private secondary schools.



# Special Education Focus: RTI

Question: What is new in Education?

Answer: A new concept in the Individuals with Disabilities Act (IDEA) 2004 is the Response to Intervention (RTI).

Question: What is Response to Intervention?

Answer: RTI are programs designed to provide an intense instructional opportunity, for a specific period of time, to students who may be suspected of having a learning/language disability.

Question: What is the hypothesis of RTI?

Answer: If students respond to an intense diet of instruction, then they likely are not disabled learners.

Question: Is RTI a Special Education or General Education program?

Answer: Regular education must assume active responsibility for the delivery of high quality instruction, research-based interventions, and prompt identification of individuals at risk while collaborating with special education and related services personnel.

Question: Will RTI change the assessment and identification of children with learning disabilities?

Answer: The IDEA Reauthorization states that in determining whether a child has a specific learning disability, a school may use a process that determines if the child responds to scientific, research based intervention. RTI allows for use of the response-to-intervention approach to determine specific learning disabilities.

Question: How will RTI help my students?

Answer: RTI is designed to provide students instructional opportunities they may have missed. In other words, in RTI we assist, rather than assess. The RTI model is about prevention and intervention.

Question: Is RTI a method to delay Special Education services?

Answer: RTI is not meant to be a "detour" or "delay" to special education, rather a way to assist students and also to ensure that those students who are identified are truly disabled.

Question: Can you describe the RTI model?

Answer: RTI usually has three to four tiers (or stages of interventions).

## Tier I: Universal Instruction

- general education intervention in class
- monitor and record academic growth for all students
- provide ongoing professional development on reading instruction
- provide a core research based reading program

## Tier II: Targeted Instruction

- general education, small group intensive intervention
- continue to monitor and record academic growth
- provide intensive, research based interventions, focused on weaknesses
- focused academic assessment for students showing minimal response to intervention

## Tier III: Specialized Treatments

- special education early intervening services to determine response to intervention for students showing minimal progress in Tier II.

Tier IV: Special Education assessment and eligibility determination  
rule out other exclusionary factors  
refer to special education assessment with a focus on processing weaknesses

La Canada School District is currently in the very early planning stages and will keep you posted of our progress in future newsletters.



## Newsweek's America's 100 Best High Schools

This list generates much discussion among educators and parents about the validity of such rankings and the criteria used to measure school quality. The well known US News and World Report's annual college ranking is a good source of information for college-bound students. So, it would seem reasonable to believe that Newsweek's list is a valuable resource for parents choosing a good secondary school. However, these two publications use very different methods to determine the quality of the institutions they rank. Whereas US News relies on several criteria such as graduation and retention rates, student/teacher ratios, and SAT scores to create the college ranking, Newsweek's list of the 100 Best High Schools uses what they call the "Challenge Index." This is a one-criterion measure that uses the number of Advanced Placement tests taken divided by the number of students who graduated. While the strength of a school's AP program is a good indicator of the level of rigor in the curriculum, the Newsweek list does not include the pass rate of the students taking the test, which at LCHS is 83%, over 30 points above the national average. Newsweek also includes schools with restrictive AP course enrollment policies where a few students take a lot of tests. LCHS has adopted an open enrollment policy that allows all students access to rigorous curriculum. The LCHS pass rate remains constant while participation has almost doubled over the last five years. In the year 2000, 290 students took 550 exams with a pass rate of 82%. Last year 445 students took 898 exams with a pass rate of 83%. This year over 1000 tests will be taken by LCHS students and over 30% of the student body is enrolled in Honors or AP classes.

The Newsweek list doesn't consider dropout rates which are particularly important in considering the accuracy of the Challenge Index, because the denominator in the Challenge Index is the number of graduates, rather than the number of students who should have graduated in a given year. A recent study by Education Sector, an independent education analysis think tank, found graduation rates for 86 of the schools on the list. Seventy-seven schools report graduation rates of 90 percent or higher; nine schools on Newsweek's list had graduation rates of less than 75 percent. Because the design of the Challenge Index does not account for schools that have high dropout rates, it therefore includes schools with significantly lower rates of matriculation. LCHS consistently matriculates 99 percent of its students.

As cited in Education Sector's study, "There is value in AP and IB course-taking, and schools that encourage more students to take such advanced classes should be lauded. However, the current Newsweek approach gives readers the wrong impression about the overall achievement of these schools. These schools score highly on one very narrow measure that ignores many other important aspects of school quality."



## Libraries Supported by Ed Foundation

California School Librarians Association states that strong schoollibrary programs help increase learning, but as other needs take priority, funding for school libraries has dropped from \$28 to pennies per student. The La Canada Flintridge Educational Foundation took this matter into their hands this year by donating \$3000 to each elementary school library and a whopping \$15,000 to the high school's Information Resource Center.

Each librarian found a different need in their collection. Kay Bahrami of La Canada Elementary augmented her non-fiction collection in a wide variety of reading levels from animals books for the first grade to American History books such as the Underground Railroad

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## LCHS 7/8: Year-End Events and Activities

As the school year begins to wind down, the pace of events for our La Canada seventh and eighth graders escalates. Breathing a sigh of relief with the close of STAR Testing, the junior high school has a busy calendar to focus upon. On May 19th, two hundred and twenty 7th and 8th grade California Junior Scholarship Federation (CJSF) members will celebrate a year of scholarship and service with a field trip to Magic Mountain. A week later on May 25th the parents of CJSF students are invited to their awards reception from 3:00 – 4:00 p.m. The CJSF Reception kicks off a series of special events and ceremonies worthy of note if you have a junior high school student. These dates are:

- May 26, 2006 (Friday) 8th Grade Career Day
- June 1, 2006 (Thursday, 5:00 p.m.) 8th Grade Promotion Dance
- June 2, 2006 (Friday) 8th Grade Disneyland Trip
- June 2, 2006 (Friday) 7th Grade Awards Ceremonies
- June 8, 2006 (Thursday, 3:00 p.m.) Student of the Month Reception
- June 14, 2006 (Wednesday, 8:00 a.m.) 8th Grade Awards Ceremony
- June 14, 2006 (Wednesday, 10:00 a.m.) 8th Grade Promotion Rehearsal
- June 15, 2006 (Thursday, 10:00 a.m.) 8th Grade Promotion

If you have questions regarding any of these events or activities, please contact the 7th or 8th Grade Counselors, Mrs. Suzanne Healy or Ms. Allison Dalbeck, or the Principal, Ms. Wendy Sinnette.

## Social Engineering and Email Security

According to the latest internet security studies, one of the greatest causes of fraud on the internet comes spam emails sent to unwary recipients which appear to look like official emails from a bank or other financial institution. While the wording of the email may vary, the basic gist of the email is a warning that the user's account may have been compromised and that in order to restore security, the user should click on the link embedded in the email and re-enter their username and password in order to "validate" their account. The spamming criminals have become clever enough to alter the emails so that they appear to come from a legitimate banks' email systems and even have some authentic logos and links to the real bank's internet security policy. Trusting and unwary users end up believing the email to be genuine and click on the link to a web page that appears exactly the same as their banks' homepage and dutifully sign in with their username and password. Unfortunately, the website is a counterfeit and is really a front used by criminals to steal usernames and passwords. The criminals behind the operation harvest countless financial usernames and passwords and use that same information to empty the accounts of unsuspecting users within a just a few seconds.

To security professionals, this type of subterfuge is called "social engineering," and refers to the method in which criminals trick users into giving up their passwords. Emails sent to propagate these attacks are called "phishing" attempts. How can you safeguard yourself from falling prey to such "social engineering" attacks? First of all, be very suspicious of any email that purports to be



### For More Info

#### Social Engineering Threat:

<http://www.virusthreatcenter.com/article.aspx?articleId=148>

#### Phishing

<http://www.viruslist.com/en/analysis?pubid=159149846>



from your financial institution that asks you to correct a security issue by clicking on some embedded links in the email. Banks typically will not ask you to fix those issues through the internet. Legitimate emails from banks will also tend to have personal information such as your full name and the last few numbers of your account in the email, information that most criminals won't have access to. In fact, to be on the safe side, make it a practice never to click on an embedded email link unless you know for certain that the email came from a reliable source and that you are expecting an email with an embedded link. Keep in mind that criminals can make links appear to go to one address, but in actuality, it may go to an entirely different address that is made to appear to look genuine.

LCUSD is looking in to new technologies to combat spam, phishing, and social engineering attacks which continue to slip past the existing security measures in its email system. The Technology Department is testing a new system which will "challenge" email from unknown addresses with a request to verify the sender's intent. Once the sender verifies their intent with a simple reply, that sender is added to a "whitelist" so that any future emails from that sender will be passed on through. District personnel will also be given the opportunity to add addresses to their own "whitelist" and thus control which type of email gets blocked or passed in the future themselves. Such systems are already used by companies such as Yahoo and AOL and have proven very effective in slowing the spread of spam.

## Disaster Preparedness

In order to help us better prepare for a basic disaster the Alliance of School for Cooperative Insurance Programs has created lists of supplies to have on hand in case of emergency or natural disaster. Don't forget to add or delete items additional items as each person and or family will have different needs to fit their unique situations.

### Basic Disaster Supplies Kit for the Home

- Three-day supply of non-perishable food
- Three-day supply of water (one gallon per person per day)
- Portable, battery powered radio or television and extra batteries
- Flashlight and extra batteries
- First aid kit and manual
- Sanitation and hygiene items (moist towelettes, toilet paper, feminine products)
- Matches and waterproof container
- Whistle
- Extra clothing (based on season)
- Kitchen accessories and cooking utensils, including manual can opener
- Photocopies of credit and identification cards
- Cash and coins
- Special needs items, such as prescription medications, eye glasses, contact lens solutions and hearing aid batteries
- Items for infants, such as formula, diapers, bottles and pacifiers
- Other items to meet your unique family needs
- If it is cold season you must think of warmth. Be sure to include cold weather items, such as jackets, coats, long pants, long sleeve shirts, hats, mittens, scarves, sleeping bags and warm blankets.
- Be sure to account for growing children and other family changes. Your kits should be specific to your family needs.

### Basic Disaster Supplies Kit for the Car

- A backpack
- Non-perishable food (eating utensils, plate)
- Sunscreen, lip balm
- Water
- Flashlight and extra batteries
- First aid kit and manual
- Sanitation and hygiene items (moist towelettes, toilet paper, feminine products)
- Extra clothing, comfortable walking shoes
- Blanket
- Flares
- Jumper cables
- Jack, spare tire, and tire iron
- Seasonal items

### Basic Disaster Supplies Kit for Work

- Non-perishable food (granola bars, power bars, etc)
- Water
- Comfortable walking shoes
- Sunscreen / lip balm
- Special needs items, such as eye glasses, contact lens solutions and hearing aid batteries

This kit should be in one container and ready to "grab and go" in case you are evacuated from your workplace.



# District Master Calendar

May 2006						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	<b>1 (4)</b> Booster Golf Tournament: Location & Time TBD STAR Testing: Grs. 2-11 All Sites LCE-Staff Appreciation Week 5/1-5/5 PCR Staff Appreciation Luncheon	<b>2 (5)</b> STAR Testing: Grs. 2-11 All Sites 7/8 PTA Meeting: LCHS-IRC 8:30 AM Elementary Staff Mtg. Instructional Council Mtg.-IRC 3:00 pm Advanced Placement Tests - LCHS 5/2-5/12	<b>3 (2)</b> STAR Testing: Grs. 2-11 All Sites PCY-Staff Appreciation Luncheon	<b>4 (4)</b> STAR Testing: Grs. 2-11 All Sites PCY-Reading Night 7:00 pm PCR-Round Table Pizza Night CPC Dir. Mtg. VHHS 7:00 am	<b>5 (4)</b> STAR Testing: Grs. 2-11 All Sites GS Spring Encampment: 5/5-5/7/06 7/8 Spring Home Tour: 10:00-2:00 pm & 4:00-8:00 pm PCR Parent Tour	<b>6 (3)</b> Jazz It Up! Concert: Lanterman 7:30 pm *PCR-SPRINGAMAJIG* SAT Testing
<b>7</b>	<b>8 (2)</b> Advanced Placement Tests: LCHS Spring Writing Assessment: Grs. K-6 5/8-5/12	<b>9 (5)</b> PCY-PTA Mtg. - Cafe, 9:15 am PCY- 4th Gr. Pilgrim Trip 7-12 School Site Council: LCHS Rm. 305 3:00 pm Advanced Placement Tests: LCHS ****Govn. Board Mtg. - Rd. Building 4490 Cornishon Ave. @ 7:00 pm****	<b>10 (5)</b> PCR-PTA Mtg. - 8:20 am Booster Mtg. - LCHS IRC 6:30 am Advanced Placement Tests: LCHS CA State PTA Convention in Anaheim: 5/11-5/13 K-6 Tech Leaders Mtg. (See Description for Specific Dates) 3:30-5 pm	<b>11 (6)</b> Curriculum Council Mtg. - 8:30-11:00 am 7-12 Tech Leaders Meeting: LCHS IRC 3-4:30 pm Advanced Placement Tests: LCHS IPG Mtg. - 12:00-3:00 pm LCFEF Mtg.: LCE 7:15 pm PCY-Pilgrim	<b>12 (2)</b> Advanced Placement Tests: LCHS 9-12 Comedy Sportz: Aud. 7:30 pm	<b>13 (1)</b> UC Subject "A" Exam
<b>14</b>	<b>15 (4)</b> ***GATE Advisory Mtg. - DO 12:35 pm*** LCE/PCR/PCY - Kindergarten Orientation-Parents Only Y-Winners Sign Up Summer Basketball Grs. 1-7 Brownie Fly-Up	<b>16 (4)</b> Instructional Council Mtg.-IRC 3:00 pm UCLA Math Diagnostic Testing: Grs. 7-12 Elementary Staff Mtg. ALF Instrumental Music Concert- Lanterman, 7-9:00 pm	<b>17 (3)</b> 20 Day Notices Due - Grs. 7-12 Parents Check Grades On-line Childcare RT Mtg. - DO 8:30 am LCE - PTA Mtg. Cafe 9:15 am	<b>18 (4)</b> BTSA Support Provider Mtg. - DO 3:30 pm LCHS Pops Concert: Lanterman 7:00 pm UCLA Math Diagnostic Test Make-up: Grs. 7-12 LCE-Round Table Pizza Night	<b>19 (4)</b> 9-12 PTSA Mtg.- LCHS Cafe Lounge @ 9:15 am PTA Council Meeting- Citibank, 9:15 am LCE-Spirit Rally 7/8 CJSF Field Trip	<b>20 (2)</b> PCY-Fun Run, 7:30 am PCY - MEDIEVAL FAIRE 9-4:00 pm
<b>21 (1)</b> ****GS Gold, Silver, Bronze Awards: Lanterman Aud. 4:30-6:30 pm****	<b>22 (3)</b> CPC Parenting Forum 3: LCE Civ. Hall, 7:00-9:00 pm PCY-Pilgrim PCR-Spring Book Fair	<b>23 (3)</b> PCR-Spring Book Fair ALF Instrumental Music Concert- Lanterman, 7-9:00 pm Elem. School Site Council Mtg.: Library, 3-15 pm	<b>24 (1)</b> PCR-Spring Book Fair	<b>25 (3)</b> PCR-Spring Book Fair Elementary Open Houses: Grs. K-6, 6:30-8:00 pm CJSF Reception: LCHS Audit, 3-4:00 pm	<b>26 (4)</b> PCY-Spirit Rally 10:15 am PCR Spirit Rally Lunch/Av Child 10:15 am 7-8 Band to All Elem. Schools LCHS Senior Trip	<b>27 (1)</b> JR./SR. Prom: Location TBD
<b>28</b>	<b>29 (3)</b> ***MEMORIAL DAY-NO SCHOOL** CEC Child Care Closed LCHS Band - Fiesta Days	<b>30 (3)</b> Joint Staff Meeting LCHS Staff Mtg. ****Govn. Board Mtg. - Rd. Building 4490 Cornishon Ave. @ 7:00 pm****	<b>31 (2)</b> DAC Mtg. - DO 1:00 pm Fine Arts Specialist Mtg. - DO 3:30 pm			



## Superintendent

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an entire high school experience. Used (rightly or wrongly) to compare schools and to rank students, these kinds of standardized tests are not particularly helpful to either teachers or students during the period of study. They simply provide cumulative information once the teaching and learning are completed.

Much more useful are “formative assessments.” These are the measurements that teachers administer to provide feedback to them and to students during the course of study—when there is still time to make adjustments. The information from these kinds of tests may suggest to a teacher that a particular concept needs to be retaught or may tell a student that some skill needs more practice and application. Formative assessments are continual and ongoing; they give precise and immediate feedback. As Rick DuFour says in his book *Professional Learning Communities at Work*, “Formative assessments are to summative assessments what a physical examination is to an autopsy.”

Teachers at all grade levels in LCUSD have developed quarterly summative assessments to indicate the progress that individual students are making in mastering the curriculum standards established by the state for any given subject. These measurements are also referred to as “anchor assessments” because they pull together or “anchor” a series of learning activities and provide feedback on overall and individual performance. LCUSD teachers have created these assessments collaboratively and also use them to make sure there is consistency between the same courses/classes taught by different teachers. Ideally, teachers come together often to discuss the results of their common formative assessments and to make decisions about how to modify the pace or to make adjustments for individual learning styles.

So, to return to the question of why we test so often, part of the answer is because the state requires it. The other part of the answer is because, when used correctly, testing is effective educational practice. For more information on California’s Standardized Testing and Reporting program, check on-line at <http://www.cde.ca.gov/ta/tg/sr/>.



## La Cañada Unified School District

### Cabinet

**Superintendent:**  
James Stratton

**Deputy Superint.**  
Dr. William Loose

**Asst. Superint.**  
Mike Leininger

### Governing Board

**President**  
Scott Tracy

**Vice President**  
Virginia Dalbeck

**Clerk**  
Susan Boyd

**Member**  
Cindy Wilcox

**Member**  
Joel Peterson



## Libraries

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and the Boston Tea Party with the content embodied in a graphic/visual format. The Paradise Canyon library needed more fiction and Connie Knight says that the children are so excited to have access to many of the later books in series such as *The Warriors* by Erin Hunter, *Ten Dragon* series, *Five Ancestors* series and of course, the *Lemony Snickett* series. This extra funding allowed for new bookcases to house these new books for both Paradise Canyon and Palm Crest. Barbara Pahlk purchased educational videos on habitats, planets, weather, light and matter along with such titles as *Remarkable Ben Franklin*, *Poetry After Lunch*, *Great Book of Tiny Germs*, *Quilt of States* and *Monster Machines*.

Books purchased for the junior high and high school are presently on display on the bookshelves in the section of the IRC adjacent to the computers and study carrels. Titles include *Football Physics*, *She Would Not Be Moved: the story of Rosa Parks*, *The Handbook of East Asia*, and *Annapolis Autumn*. A wide variety of new paperback fiction is now available for those Sustained Silent Reading periods. And last but not least, the Foundation’s monies allowed us to renew our online subscription to eLibrary, an invaluable database of current magazine and journal articles used for the research process across the curriculum. All of the La Canada school librarians genuinely thank the parents who support the Educational Foundation. You know your contributions are being well-spent in the school libraries.



**LC Newsline Editor**  
Enoch Kwok



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